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ABSTRACT

In this lesson for grade 4, after students study the American colonists, they work in groups to create articles and artwork that depict colonial life--the art and articles are put together in newspaper form and copied for distribution to the class, other classes, and parents. The lesson should take 4-5 days for classroom implementation. It provides detailed information for the teacher and an overview; cites relevant National Standards for Arts Education; lists instructional objectives and strategies; offers a step-by-step instructional plan; and suggests assessment and extension activities. (NKA)

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The Kennedy Center ARTSEDGE

Curricula, Lessons and Activities

Newspaper of the Colonial Era

Resource Type: lesson

Length: 4-5 days

Grade: 4

Subjects: Design Arts, Language Arts, Social Studies, Visual Arts

Subtopics: Design, Drawing, Graphics, History, Journalism

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Verbal/Linguistic Intelligence

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Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: This lesson will be used over several days. After their study of the

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colonists, students will work in groups to create articles and artwork that depict colonial life. The art and articles will be put together in newspaper form and copied for distribution to the class, other classes, and parents.

Equipment:

- Computer: Mac or PC with Internet access
- Projector (optional)

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

- Sample newspapers and newspaper articles
- Paper and writing utensils

Related Textbooks: None

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Maryland History Page**
  http://www.sos.state.md.us/sos/kids/html/history.html

  This site is maintained by the Office of the Secretary of State of Maryland, and contains pages and links to all major Maryland historical events.

- **Maryland Office of Tourism Kids Corner**
  http://www.mdisfun.org/kids/

  The Maryland Office of Tourism Development has developed this site for kids to explore Maryland history, topography, and facts,

and play games and scavenger hunts about the Old Line State.

- **The Adventures of Chip Tracer, Photojournalist**
  http://www.newseum.org/chiptracer/index.htm

  This resource on Newseum's Web site follows an animated character, Chip Tracer, a time-traveling cyberjournalist as she fights "for truth, justice and the best journalistic standards."

General Internet Resources:

- **American Memory**
  http://memory.loc.gov/

  This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

- **Documenting the American South**
  http://metalab.unc.edu/docsouth/

  This is a full-text database of primary resources on Southern history, literature, & culture from the colonial period through the first decades of the 20th century. Currently, this database, is sponsored by the University of North Carolina at Chapel Hill.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

Source of Standards:

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For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website

Instructional Objectives:

Students will be able to:

- Read newspaper articles and evaluate their content and form.
- Write newspaper stories about the colonists as if they were living in that time.
- Draw pictures to depict the story.
- Set up their work in newspaper form to be used on a bulletin board and copied for distribution.

Peoples of the Nation and World:

Students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a multicultural perspective.

Indicator: Students will analyze the characteristics and contributions of various cultures in the development of Maryland and the United States. Students will predict how conflicts in values or beliefs may affect relationships among individuals or groups within the United States.

Art Goal-Performance/Production:

Demonstrate ability to organize materials, techniques, and processes to create compositions, products, and improvisations.

Indicator: Students will use art elements to create original artwork.

Strategies:

- Peer exchange
- Oral and visual demonstrations and presentations
- Teacher-directed instruction
- Demonstration by teacher
- Technology integration
- Group presentations
- Cooperative learning

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- Creative problem-solving
- Creative writing tasks

Instructional Plan:

Warm Up

Pass out a newspaper to pairs of students. Record on a web diagram information about the organization of the newspaper including title, columns, pictures, and articles.

Introductory Activity

Using other graphic organizers, record on the board or overhead projector all the aspects of the colonists' life (i.e., housing, food, dress, women's work, men's work, children, and religion). Tell the students that they are going to work with partners to create a news article about certain people (give students the names) involved in some aspect of colonial life (i.e., farming, church, and recreation).

Guided Practice

Model how to write a news article with the class on an overhead projector or on the chalkboard. Make sure they know about the who, what, when, where and why of a news article. Make it large enough and save it so students can refer to it as they are writing their own article. The following is an example of a story:

Thomas Adams has opened up a printing business on Main Street. He is located on the corner of Main and Smith St., right next to the Revere's Silversmith Shop. Thomas got his experience working with his brother John in Boston. He decided to move to Maryland because he wanted to get away from the problems with the British, and it was time to start out on his own. He has one apprentice and is looking for another. He has the intention of starting a small newspaper as well as everything else connected with the printing business.

Draw a picture to accompany the story.

Independent Activity

With the students, make a list of what the students have to do and write it on a piece of paper. Divide the class into pairs to write their articles. Help students who have trouble getting started by giving them an idea and/or setting or names. Upon completion of the short article, students need to proofread with the teacher. They can then work on a drawing to

go along with the story. Make the drawing fit a square that can be used on the bulletin board. Have the students who have finished help lay out the newspaper.

Assessment: Upon completion of each student's portion of the newsletter, teacher and students will evaluate the work as to whether they told a story set in colonial times using events of those days. A drawing must accompany this.

Extensions: At the end of each day's work, talk about the interesting and difficult parts of this activity.

Teacher References: None

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